



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

EDITORIAL NOTES

It seems to be quite the fashion at the present time in certain circles to cry "college domination" of the lower schools. No educational gathering seems to be quite complete unless someone sounds the ominous note, and vigorous applause greets such self-styled champions of the cause of the oppressed. For the last few years since this shibboleth began to be so frequent, I have been much interested in studying speeches and writings containing it to discern just what is meant by the denunciation. I confess that I have failed to learn. This editorial is written in the hope that someone who knows of such domination will put these indictments into some concrete statements in order that the world may know of any existing tyranny.

*WHAT IS MEANT
BY COLLEGE
DOMINATION*

It is true that secondary schools have modified their courses in order that their students might enter college. But the colleges ought scarcely to be blamed for this. The main stimulus to the marvelous growth of secondary schools has been the desire to go to college. Annihilate the colleges and the secondary schools would dwindle greatly for want of incentives. It is presumable that high-school authorities know better than college authorities what high-school boys wish to study, can study to advantage, and what a given community needs. Consequently the high schools impose certain quantitative and qualitative conditions for entrance to the high school. If this is regarded as unjust domination of the elementary schools by the high schools, I have yet to hear of it.

Is it not likewise reasonable to suppose that college authorities know better than anybody else the capacities and needs of college students? If so, ought they not to determine the curriculum for the college or technical school and also the prerequisites for entrance thereto? If high schools then shape their courses so that some ambitious boys and girls can prepare for college, should the colleges be branded as tyrannical? Most assuredly the colleges in making their own curricula should carefully study the actual accomplishments of the high schools and place the entrance requirements within reach of the average student, just the same as the high schools must adjust their work to that accomplished in the elementary school.

Because the elementary and high schools have the same general supervision the elementary school has been carefully studied and the adjustment has been reasonably made. Is it not also true that the colleges have made a very considerable attempt to adjust the work of the college to that of the secondary school? Witness this in the latitude allowed in the range of subjects which count for admission, the opportunity for election within this wide range of possibilities, and in the accredited system so largely in vogue and so rapidly spreading. At the present time, manual-training work, type-

writing, commercial subjects, drawing, music, shop-work, forging, and almost every conceivable subject may be offered as entrance subjects to practically all of the higher institutions. It is safe to say that as soon as any subject introduced in the high school can be shown to be well taught it will be accepted as a college-entrance subject.

I wonder if the full significance of the accredited system has been clearly seen by those who cry college domination? The accredited system is intended to give entire latitude to high-school teachers in their methods of teaching. Within limits high-school teachers also have the sole determination of what parts of a subject shall be taken or emphasized. Under the accredited system a teacher may give his own examinations and be the sole judge of the fitness of the student to be passed from a subject. If a high-school pupil is passed in a subject the college gives full credit for whatever the teacher certifies.

I often wonder what high-school teachers would think if the colleges should all suddenly return to the examination system for entrance? I fancy that there would be a great outcry from the secondary schools against it. The objection would come not because of the fear that examinations could not be passed, but because of the narrowing and demoralizing influence of shaping all school work to the expected examinations. The perusal of educational magazines published but a few years ago, before the development of the accredited system, discloses the bitterness with which the examination system for college entrance was denounced. The attacks came from the lower schools mainly and not from the colleges. It was because of the dissatisfaction with the examination system displayed by the lower schools that the colleges inaugurated the accredited system to give a more natural and rational relation between the colleges and the secondary schools. The accredited system came from Germany. Its first development in this country was in Michigan. I am unable to trace the official steps taken for the establishment of the system in all of the different states, but for one state I have definite records showing that the movement first started in a schoolmasters' club, the public-school officials preparing a memorial to the state university asking that an accredited system and inspection be established. In the East it is certain that the colleges are the conservative ones in abolishing the examination system and substituting the accredited system. The secondary school officials have been the suppliants.

When a high school is placed upon the accredited list of the State University of Iowa the initiative is taken by the school authorities in all cases.

The University never seeks the privilege of inspecting and accrediting, but undertakes this function only upon invitation. It may be of interest to know that the number of requests on the waiting list is usually large. A considerable amount of direct inquiry and more observation leads me to firmly believe

THE
SIGNIFICANCE
OF THE
ACCREDITED
SYSTEM

INITIATION IN
THE SECONDARY
SCHOOL

that most communities and teachers eagerly seek such relation evidently believing it to their advantage. Any community is absolutely free to abandon the relations at any time, but to my knowledge no community, in this or any other state, has sought to have the relations dissolved.

To secure a place on the accredited list of the North Central Association of Colleges and Secondary Schools, the initiative is also taken by the secondary school. No high school is obliged to continue on the list and at any time when it is deemed advantageous it may withdraw. There is absolutely no domination by this association in the way of requiring a certain kind of teachers, equipment, or instruction in any school in the country. Of course, if a school wishes to have the advantage which comes from being on the list, then the regulations of the association have to be complied with. But the relationship is purely voluntary on the part of the school. Those who are conversant with the affairs of the association know that the list of those desiring and asking a place is always large. Those who denounce the association as a trust are usually the ones who ask most loudly but fail to be admitted.

Some argue for systems of inspection and accrediting by the state departments of education through the state superintendents. Such a system would take away the local initiative and option and would make all schools conform to a certain standard or for failure deprive them of public money. Such a system becomes really dictatorial. Possibly such a plan might be desirable but its real nature should be seen by those who argue for it and denounce the present accrediting agencies which make for freedom.

As a public-school man in Wisconsin I believed thoroughly in the university accredited system, and as a college official and as a student of educational administration I regard it as contributing wonderfully to freedom in teaching and learning and as most beneficial and uplifting in its effects upon the public schools.

F. E. B.